

PERSONALIZED LEARNING THROUGH PROJECT BASED MUSIC

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PERSONALIZED LEARNING

Personalized learning is intended to facilitate the academic success of each student by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized—to a greater or lesser extent—for each student. To accomplish this goal, schools, teachers, guidance counselors, and other educational specialists may employ a wide variety of educational methods, from intentionally cultivating strong and trusting student-adult relationships to modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught in a school.

PERSONALIZED LEARNING

- Learner becomes more responsible for their learning
- Content connects with learner interests, passions, and talents
- Learner acquires skills to select and use appropriate technology
- Makes learning relevant to each individual student
- Inquiry Based Education
- Flexible Learning Environment
- Makes use of various 1:1 Technologies
- Goes beyond differentiation
- Project Based Learning Environment





Personalization v Differentiation v Individualization Chart (v3)

There is a difference between personalization, differentiation, and individualization.

One is learner-centered; the others are teacher-centered.

Personalization	Differentiation	Individualization
The Learner...	The Teacher...	The Teacher...
drives their learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners as they do for the whole class.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning.	supports groups of learners who are reliant on them for their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning.	uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning.
Assessment AS and FOR Learning with minimal OF Learning	Assessment OF and FOR Learning	Assessment OF Learning



Personalization v Differentiation v Individualization Chart (v3) by Barbara Bray & Kathleen McClaskey

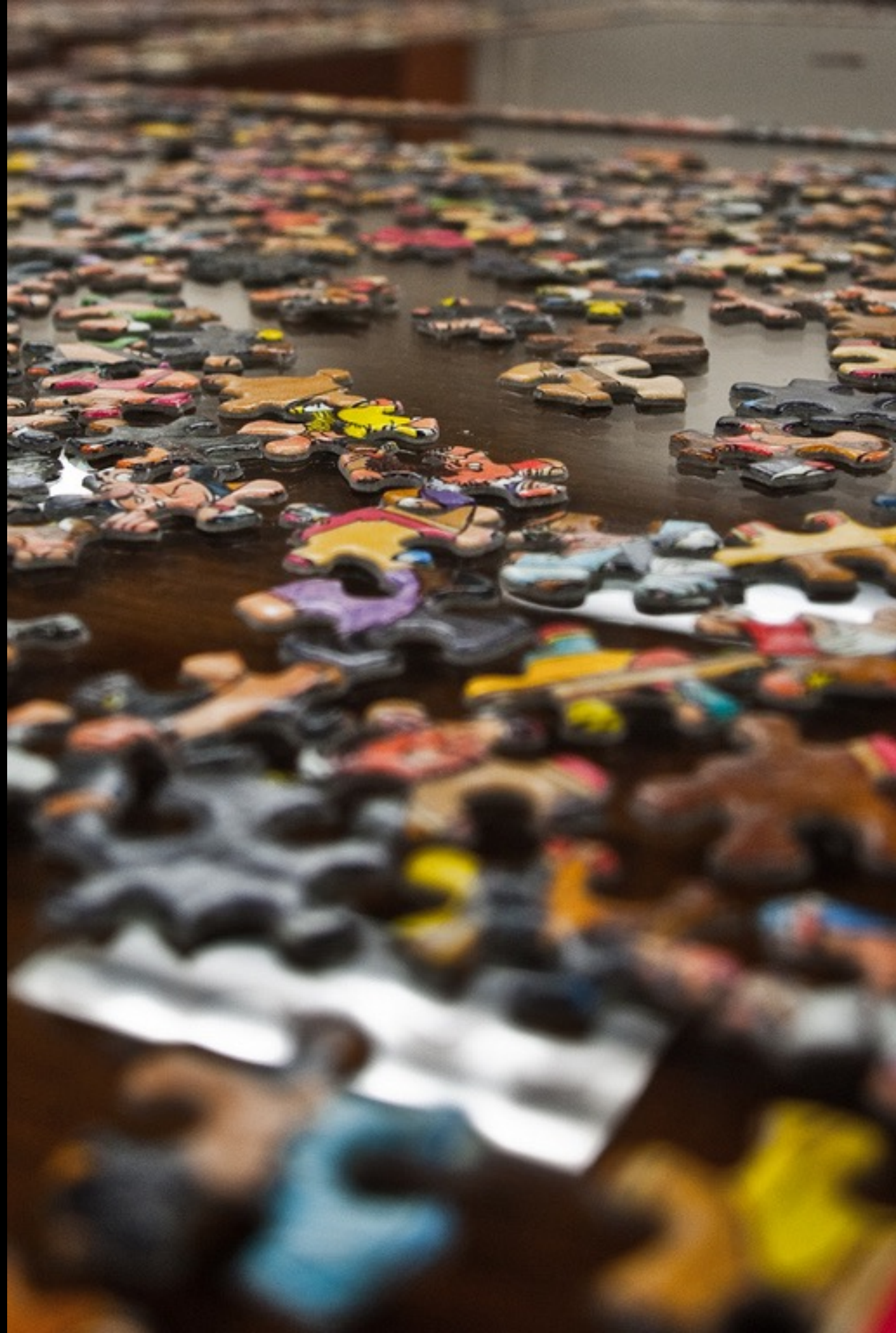
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Download chart at <http://eepurl.com/fUJZM> and website for any updates: www.personalizelearning.com

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PROJECT BASED LEARNING(PBL)

- Learners tackle realistic problems as they could be solved in the real world
- Increases learner control over learning outcomes
- Teachers serve as coaches and facilitators of learner inquiry and reflection
- Focus on musical understanding
- Gives learners a meaningful product
- Learners receive valuable feedback during project duration



PERSONALIZED LEARNING THROUGH PROJECT BASED MUSIC

WHY?



“Tell me and I’ll forget; Show me and I may remember; Involve me and I’ll learn.”

–BENJAMIN FRANKLIN

“The world we have created is a product of our thinking. It cannot be changed with our thinking.”

–ALBERT EINSTEIN



PROJECT BASED LEARNING

- Students learn by doing
- Focuses of student learning outcomes and goals
- Relevant to students' lives / real world context
- Democratic learning environment
- 21st century skills such as problem solving, critical thinking, self management, and collaboration
- Motivated with freedom to explore individual interests

WHAT'S RESEARCH SAY?

- Project based learning increases long-term retention of content
- PBL helps learners perform as well as or better than traditional learners in high-stakes tests
- Improves problem-solving and collaboration skills
- improves learners' attitudes towards learning
- (Strobel & van Barneveld, 2009; Walker & Leary, 2009).



KEYS TO SUCESS

A realistic problem or project

- Aligns with students' skills and interests
- Requires clearly defined content and skills

Multi-faceted assessment

- Multiple opportunities for students to receive feedback and revise their work
- Multiple learning outcomes
- Multiple ways for students to showcase their work.

Structured group / individual work

- Groups of three to four students, with diverse skill levels and interdependent roles
- Individual accountability, based on student growth
- Scaffold activities so they build off one another

TOOLS FOR LEARNING

- Desktop Computer (Mac or PC)
- Chromebooks
- iOS / Android Tablets
- Google Classroom / DropBox / eBackPack
- Ableton Live / Soundation / GarageBand / MixCraft
- MIDI Keyboard Controllers, Trigger Pads



HOW TO GET STARTED

- Start with a single project that centers around current learning outcomes.
- Have students determine how they are going to showcase their understanding.
- Create numerous opportunities for students to get feedback regarding their progress.
- Provide a time where all projects are presented for the class.



CURRICULAR PLANNING

- Plan Formative Steps that build off one another
- Include overall objects for each assignment
- Create overarching project template / guidelines for students
- Provide students with an assessment rubric or work with them to create their own
- Include a reflective piece with each project

[illegible]

PROJECT BASED MUSIC EXAMPLES

Musical Scenery

Music Form

Remix

Loops Composition

Video Game

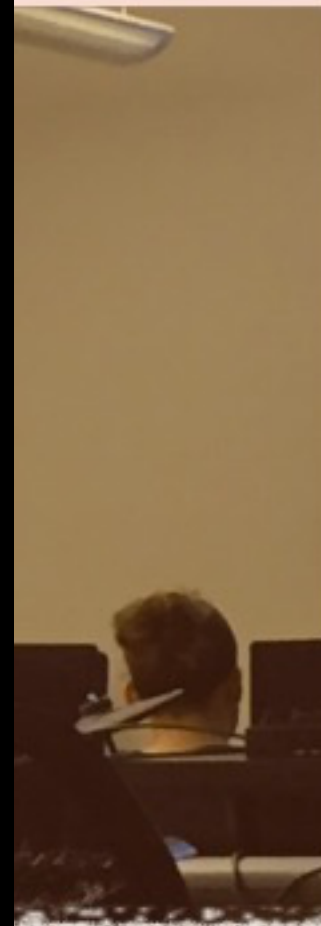
Composition

Cover Song

Found Sounds

Independent Focus

Soundscape



Musical Scenery - Storytelling

Music can be found all around us in life. Not only is there actual “music” happening everywhere (background noise at the store, while driving, or even a friend's loud iPod) but also sounds, pitches, textures, that we, in our creative minds, can turn into music. Now think about a particular scene in life, this could be a sporting event, the hallway sounds, a conversation or an argument with a friend, your trip to the grocery store, or a night out with friends: ***How would THAT sound?*** Can you create a musical version of that scene (or story)?

Guidelines

1. In your Digital Audio Workstation (DAW) create a musical scenery that captures something that happens outside of the classroom
2. You must have at least eighth (8) sounds, using various clips from the project library
3. Arrange sounds in a way that creates (or recreates) a scene of your choice: Mall, Movie Theatre, Train Station, Hallway.
4. Composition should capture the essence of your scene
5. Adjust the volume, panning (right and left), and effects such as reverb or echo/delay to enhance your composition

For this composition, especially since you will only be using clips, feel free to cut, copy, split, and arrange clips in a way that makes them as long or as short as you need. Also feel free to layer the clips so there are multiple sounds happening at once. Since we still are in school, avoid scenes of death and destruction or ones that may be offensive to someone.

Finally, **The scene should be approximately between one and two minutes long.** Slightly short or longer is okay.

Compositions will be evaluated by the level in which the musical scene is represented, use of volume adjustment and panning, and the create through (Creativity) put into the scene (the action or lack of action). **Additionally, all students will submit a one to two paragraph summary of the scene.** Please include a description of the scene, what is happening, the location, and other other items you feel the listener should know. Each scene will be presented during our in class performance day, TBD. Happy Composing!

FORM COMPOSITION

Form plays an important role in music. Form is the structure of music, bringing organization to what could be random sounds, happening at random points in time - why it is one of the fundamental elements of music. Two basic musical forms are ABA, and Verse-Chorus(ABABCB - and so on). Each of these have been used by composers from the 1400's through today. Most commonly, especially in popular music of the 20th-21st century, we hear a large number of music in Verse-Chorus Form (or similar variation).

For this project, each student will need to compose a piece of music that has either ABA or Verse-Chorus as its structure (FORM). To allow sufficient space for musical development, each piece should be around 2 - 3 minutes in length and have clear, distinctive sections. Additionally, each student will begin to break away from using only loops/clips and integrate his or her own (personally created and inputted via MIDI controller) tracks - a minimum of two (2). Each MIDI input track can be as simple or as complex as the composer wishes. For those new to music writing, stick to 3 to 4 notes and ask for help on which notes fit within the given key. Other tracks (at least eight) can be loops/clips from the clip library or individually created. Finally, each student will showcase knowledge of how to musically adjust volume, panning, explore various effects, and/or add automation to their music.

As with most of our compositions, the *FORM IN MUSIC* project, will need to be accompanied with a one to two paragraph written description of the piece, what it's about, its name, and what specific techniques were used while composing. Students will have approximately one week to complete, with the final days being focused on in class performance.

Objectives

Student will be able to compose a piece of music in ABA or Verse-Chorus Form.

Student will understand how to utilize tools such as automation, volume control, panning, and other effects.

Student will be able to compose a piece of music that is of sufficient length to allow for music development.

Students will be able to compose a piece of music in a single key.

Students will be able to compose/record notes with a steady pulse

The Remix

A remix is a song that has been edited or completely recreated to sound different from the original version. For example, the pitch of the singers' voice or the tempo might be changed, it might be made shorter or longer, or it might have the voice duplicated to create a duet. We can also think of sampling as a form of remixing. Remixes are most commonly associated with hip hop and electronic dance music. A classic remix that demonstrates many of the elements of remixing is *Take on Me* by the group A-Ha. For this project, you will be provided with several audio and midi files that you can choose to remix. Should you wish to bring in your own, they MUST be pre approved by your instructor.

Objectives

1. Student will be able to import audio files into their chosen DAW
2. Student will demonstrate techniques such as cutting, pasting, splitting, and joining to create a unique remixed .mp3 audio files
3. Student will be able to showcase mixing techniques such as volume control, panning, and altering effects to enhance his or her composition
4. Student will be able to compose in a specific musical form

Guidelines

1. Composition needs to incorporate 1-3 audio file creatively layered and arranged
2. Student will need to split, cut, paste, and arrange several parts from each of the available mp3 / MIDI files
3. Composition should contain other percussive tracks, such as a drum track, to accompany the imported audio files to provide solid rhythmic foundation
4. Composition must have substantial MIDI melodic or harmonic sounds that the selected mp3 audio files are built around
5. Student will incorporate mixing elements learned in class such as panning, track volume editing, sound equalization, and altering effects.
6. Compositions should be 2-3 minutes long (don't worry about remixing the entire song)


ASSIGNMENT Michael Hayden Sep 11 (Edited Sep 21)

HS Orchestra Personal Goal

What area of music would you like to focus on this semester?

The attached google doc will be used to create a independent semester goal. Please carefully read over and answer questions as completely as you can. In order to move forward with your semester goal, forms need to be turned in (via google classroom) no later than Friday, September 18th. If you have any questions please do not hesitate to ask.

~MH



HS Orchestra Goal Form
Google Docs

Each student will get a copy



Add class comment...



ORCHESTRA PERSONAL GOAL
INDEPENDENT SEMESTER MUSIC FOCUS

ORCHESTRA FOCUS PROJECT

- Explore on of the many facets of music.
- Narrow focus to a particular area of interest
- Create their own learning outcomes AND how they will showcase understanding
- Identify resources
- Help create how they will be evaluated



PERSONALIZED EXPLORATION

- Music History
- Music Therapy
- Music & Brain Development
- Music & Emotional Development
- Film Composition styles
- Connections between Music & Physics
- Folk Music Performance
- Blending of traditional and non-traditional music styles



Commercial Music



**Whitnall
High School**

2015 - 2016 Courses



Music Production & Industry I

Music Production and Industry is a one semester course designed to give students the opportunity to create, produce, mix, edit and engineer music through the latest digital recording and sequencing technologies. Topics covered will include: Sampling live audio production, MIDI production, art of mixing and mastering, recording studio basics, software and sound exploration, methods of music production, and the role of the producer/engineer. As a result of this course, students will develop creative and critical thinking skills, along with overall musicianship which will be showcased through digital music compositions.

Music Production & Industry II

Students in Music Production and Industry II will refine abilities in songwriting, audio editing, engineering, and producing music. Students will use the latest digital recording technology to create unique music compositions. Additionally, students will deepen their understanding of the elements of music such as form, rhythm, meter, melody/harmony, pitch, timbre, and texture. As a result of this course, students will deepen their creative and critical thinking skills, along with overall musicianship, which will be showcased through music compositions, reflections, and creative improvisations.



Rock Band I*

Rock Band I is a one-semester course designed for students who wish to develop music-making skills and music literacy using primarily rock music. This entry level course is designed for all students, so little or no prior experience is needed. Those students without formal musical reading skills or prior musical ensemble experience are encouraged to enroll. Hands-on instruction will be given on guitar, electric bass, drum set, keyboard, and vocals. Students will develop skills on each instrument, create bands, and explore music performance.

Rock Band II*

Rock Band II is a one-semester course designed for students who wish to continue their music making experiences and deepen their knowledge of rock music while further exploring group music performance. Course content will focus on elements within rock music as well as a continued focus on the fundamental elements of music. This intermediate level course is designed for those students who have an interest in group music making (specifically rock music) and instrumental exploration. Hands on instruction will continue on guitar, electric bass, drum set, keyboard, and vocals.

***Students who wish to take Rock Band for the year should enroll in Rock Band I AND Rock Band II**

IN CLOSING

- Personalized Learning through Project Based Music
 - Student-Centered
 - Taps into learner interests and passions
 - Inquiry Based Learning Environment
 - Increases learner motivation and positive learner outcomes
 - Students learn by doing
 - Connects to 21st century skills
- How to start
 - Begin Small - use current learning outcomes as a guide
 - Scaffold activities
 - Provide valuable, timely feedback
 - Let's students drive - FACILITATE
 - Allow students to tell you HOW they will showcase learning
 - Provide time for all to share

QR Code

QUESTIONS?

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